Enhanced Annual Return

Every year, each school must provide a return to the General Medical Council (GMC) that:

- Identifies significant changes to curricula, assessments or staffing.
- Highlights risks or issues of concern, proposed solutions and corrective actions taken.
- Identifies examples of innovation and good practice.
- Responds to issues of interest and debate in medical education, including promoting equality and valuing diversity.
- Identifies progress on any requirements or recommendations arising from the QABME visit process.

In April 2009 we signalled that we would be requesting an enhanced annual return. It has been expanded to include a request for self-assessment of progress on the implementation of *Tomorrow’s Doctors* 2009. This is to ensure a continuing oversight of undergraduate medical education and to begin benchmarking all schools against the revised standards.

The data returns for Section A on action on requirements and recommendations from previous QABME reports may be published on the Education pages of the GMC website. We also intend to publish a summary report or reports of key issues and challenges and to share practice that might be of use to other schools.

We will not publish the full primary returns for Sections B and C from schools.

We would like to know the standards you believe you are already meeting and the standards that will take some time or require further action or change to meet. We also wish to confirm areas where further support or guidance may be necessary in implementing the new standards.

**We are committed to:**

- Supporting schools to implement the new *Tomorrow’s Doctors* 2009 standards by 2011/12.
- Quality assuring against the new standards in a way that acknowledges that schools will require time to adapt.
The information provided in school returns will inform discussion at regional workshops and our approach to the quality assurance of basic medical education against *Tomorrow’s Doctors* 2009. Regional workshops are planned for medical schools, deaneries, employers and other stakeholders.

If you have previously submitted information as part of your last QABME review that is unchanged please contact your Education Quality Officer in the first instance. This includes schools recently reviewed and schools undergoing a rolling review.

We are looking for brief, direct answers. The word limits are an approximate maximum rather than an absolute and you are welcome to use bullet point format. The key *Tomorrow’s Doctors* 2009 paragraph references for each question have been included for your reference in square brackets [TD]. In completing the enhanced annual return, please extend all tables as necessary or where you have a document which provides the necessary information, please attach this instead, listing this in the document register.

Please send your completed responses by email to QABME@gmc-uk.org by:

- **Friday 15 January 2010** for Sections A and B, Annex 1, supporting documents and the completed document register.
- **Monday 15 March 2010** for Section C, Annex 2, supporting documents and the completed document register.

Please contact your Education Quality Officer if you have any questions about completing the enhanced annual return.

**Basic Information**

Please amend the details below if incorrect.

Medical School:

Name of Dean/Head of School *(please correct if necessary)*:  
Contact tel:  
Contact email:

Name of QABME contact *(please correct if necessary)*:  
Contact tel:  
Contact email:

**Consent declaration**

As part of our ongoing work with stakeholders, please indicate whether you provide your consent to sharing the information in this enhanced annual return about student profiles and progression rates with:

- [ ] The Medical Schools Council (MSC)
Section A - Response to previous QABME requirements and recommendations

For all schools except those reviewed in 2008/09 for submission by 15 January 2010 Please note that responses to this section may be published on the GMC’s website.

Since submission of the School's previous Annual Return at http://www.gmc-uk.org/education/undergraduate/undergraduate_qa/medical_school_reports.asp, please answer the following questions:

1. For any requirements, state those that have been fully completed or not been fully implemented providing an explanation indicating how they have been addressed.

If the School did not have any requirements in its last report or the requirements were fully met and reported in a previous annual return please check the box □

<table>
<thead>
<tr>
<th>Tomorrow's doctors 2003 area</th>
<th>Requirement</th>
<th>Action taken – If none, explain why</th>
<th>Contact</th>
<th>Supporting documents list</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. For any recommendations, state those that have been fully completed or not been fully implemented providing an explanation and indicating how they have been addressed.

If the School did not have any recommendations in its last report please check the box □

<table>
<thead>
<tr>
<th>Tomorrow's doctors 2003 area</th>
<th>Recommendation</th>
<th>Action taken – If none, explain why</th>
<th>Contact</th>
<th>Supporting documents list</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please identify any planned changes or improvements as part of the School’s continuous improvement and quality management regarding any aspect of the School’s undergraduate degree/s that are not part of the School’s response to Tomorrow’s Doctors 2009.

<table>
<thead>
<tr>
<th>Tomorrow's doctors 2003 area</th>
<th>Changes</th>
<th>Action</th>
<th>Contact</th>
<th>Supporting documents list</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B - Tomorrow’s Doctors 2009: for submission by 15 January 2010

Enhanced Annual Return Self Assessment of current compliance against Tomorrow’s Doctors 2009

You must complete the Self Assessment Annex 1 to indicate your current compliance against the criteria in Tomorrow’s Doctors 2009 for each domain. Please follow the instructions on the worksheet.

Domain 1 – Patient Safety


5. For 2008/09, please complete worksheet ‘Domain 1 – Q5’ in Annex 1 showing known fitness to practise concerns and cases considered by foundation schools and/or deaneries for the School’s graduates in Foundation Year 1 or Foundation Year 2 during the academic year 2008/09. Please also indicate the School’s involvement and response if any? [TD 27, 28, 36]

Domain 2 - Quality assurance, review and evaluation


7. Does the School currently have formal written agreements in place with local education providers? Yes ☐ No ☐ Some ☐
   
   If yes or some, are all agreements based on a standard template? Yes ☐ No ☐
   
   If yes, please attach an example and list this on the document register. [TD 41]

8. Please attach a table or complete worksheet ‘Domain 2 – Q8’ in Annex 1 showing: [TD 40, 41]
   
   a. All placement sites by Trust/Board, Hospital, GP practice.
   
   b. The year of training and type or content of the placements.
   
   c. The numbers of students trained at each site in each year of the programme/s.
   
   d. The time spent by students in each clinical placement in each year for example, by hours, days or weeks.
   
   e. Whether a formal agreement is in place for each site either at Trust/Board or Hospital/GP practice level.
   
   f. Whether the formal agreement specifies if resources need to be provided.

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1 This encompasses all NHS Trusts; Health Boards; the independent sector; any service provider that hosts and supports students such as a hospital, general practice or hospice etc.
Domain 2 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number

- Q8. A table showing the placement site data.
- Q7. The standard formal written agreement with local education providers template.

Domain 3 - Equality, diversity and opportunity


10. Has the School considered or made any decisions on reasonable adjustments for students entering or attending the School in the last year or for students who are already on the programme? Yes ☐ No ☐
If yes, please list requests for adjustments and actions taken, if any. Include cases where no adjustments were made. Include cases where progression was refused on the grounds that a student would be unable to meet the outcomes required for graduation. [TD 59]

<table>
<thead>
<tr>
<th>Nature of adjustment requested</th>
<th>Outcome</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for written examination for a student with dyslexia</td>
<td>Extra time given to student for exam</td>
<td></td>
</tr>
</tbody>
</table>

Domain 5 - Design and delivery of curriculum including assessment


12. In the School’s current curricula, please describe: [TD 109, 112b]
   a. The learning outcomes and assessment/s in the area of therapeutics and prescribing throughout the programme/s. (250 words)
   b. Where and how professionalism is taught and assessed throughout the programme/s. (250 words)

13. Describe the School’s overarching assessment strategy which should include the rationale for assessment methods, any collaboration with other medical schools or organisations and any rules or procedures for: [TD 112, 116]
   a. blueprinting exams against learning outcomes [TD 112]
   b. weighting of themes or topics [TD 85]
   c. standard setting [TD 89, 117]
   d. roles of external examiners [TD 116]

GMC QABME Enhanced Annual Return 2009/10: [Name of Medical School]
e. question and item writing/banking [TD 85]
f. compensation and progression [TD 117]
g. evaluation including details of statistical analysis [TD 86].

14. For your final assessments: [TD 86, 89]

a. Describe which method the School uses to assess the reliability of the final clinical assessment/s. (250 words)

b. Attach data of the statistical reliability scores for final clinical assessment/s in the last three years.

c. Describe any specific changes to assessments that are planned or have been taken as a result of this statistical analysis. (250 words)

Domain 5 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number

☐ Q14b. Statistical reliability scores data for the last three years’ final clinical assessment/s.

Domain 6 - Support and development of students, teachers and the local faculty


16. In the table below, identify what, if any, educational appraisal of staff occurs for the different groups of staff that deliver teaching or supervise students and state how this occurs. [TD 128]

<table>
<thead>
<tr>
<th>Staff group</th>
<th>Is there an educational appraisal?</th>
<th>How often does this occur?</th>
<th>Who does the appraisal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>University employed clinical medical academics</td>
<td>Yes/No?</td>
<td></td>
<td>School/Trust/Both?</td>
</tr>
<tr>
<td>NHS staff</td>
<td>Yes/No?</td>
<td></td>
<td>School/Trust/Both?</td>
</tr>
<tr>
<td>General Practitioners</td>
<td>Yes/No?</td>
<td></td>
<td>School/Trust/Both?</td>
</tr>
<tr>
<td>Other University employed staff</td>
<td>Yes/No?</td>
<td></td>
<td>School/Trust/Both?</td>
</tr>
</tbody>
</table>

[Please add rows and groups as necessary]
Student Fitness to Practise

Your School’s responses to the questions 17 to 27 below will help inform the policy planning and development of the GMC Education section. These questions relate to paragraph 127 in Tomorrow’s Doctors 2009 and their associated paragraphs.

17. What changes, if any, have been made in the last year to current fitness to practise procedures in response to the GMC and MSC guidance Medical students: professional values and fitness to practise and Tomorrow’s Doctors 2009? Please include a brief explanation of why the changes were made. (250 words)

18. For 2008/09, please complete worksheet ‘Domain 6 – Q18’ on professionalism and fitness to practise concerns² to show:
   a. The student’s year of study.
   b. How the concern was raised, for example by a students’ GP or tutor, fellow student or patient.
   c. The stage the concern reached. This should include all formal and informal actions: pastoral care and student support, investigations, hearings, and appeals and their outcomes.
   d. The outcome including decisions, warnings and sanctions applied and the representation of students at hearings.
   e. The timeline from when the concern was first raised to final outcome.

19. As standard practice:
   a. Does someone from outside the School and/or University sit on fitness to practise panels? If yes, what is their other role and/or organisation?
   b. Is there a medical professional registered with the GMC on fitness to practise appeals panels for the School, University or both?

20. Describe the School’s process for providing pastoral support to students in difficulty and attach the policies given to staff and students where relevant.

21. Please provide a copy of:
   a. Information given to students about fitness to practise at each stage of the programme, including admissions information, policies and student handbooks where appropriate.

² See pages 30-31 of Medical students: professional values and fitness to practise for a list of the most frequent areas of concern relating to student fitness to practise. These include drug or alcohol misuse, plagiarism, unprofessional behaviour and health.
b. Information given to staff on identifying, reporting and responding to concerns about a students’ fitness to practise\(^2\) (including thresholds) both formally and informally including health, conduct and professionalism, and academic performance. If this includes GMC guidance, please state the name of the guidance.

22. Please indicate whether and how guidance to staff and students has been changed in light of recent guidance and *Tomorrow’s Doctors* 2009, and what if any future changes are planned.

23. How well are the School’s fitness to practise procedures working at present? How does the School monitor this? What changes, if any, does your School intend to implement over the next year? Please provide detail showing how effectively the procedures identify and respond to low-level repeated concerns.

24. What trends, if any, has the School identified in fitness to practise concerns and cases?

25. Is your School working with other bodies, for example, medical schools and deaneries, to increase consistency in fitness to practise decision making? Please provide details of the working arrangements in place with named bodies.

26. Since 2007 has the University rejected or overturned any fitness to practise recommendations or decisions made by the School? If so what were the consequences?

27. Does the School’s guidance to students on fitness to practise include a statement on how information about their fitness to practise may be shared with other bodies in the public interest? If so, please indicate where these can be found in the documents requested.

<table>
<thead>
<tr>
<th>Domain 6 supporting documents to attach</th>
<th>Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q20. FtP policies on pastoral support</td>
<td>to teachers and students.</td>
</tr>
<tr>
<td>Q21. A copy of:</td>
<td></td>
</tr>
<tr>
<td>□ a. Information given to students about fitness to practise at each stage of the programme/s.</td>
<td></td>
</tr>
<tr>
<td>□ b. Information given to staff on identifying, reporting and responding to concerns about student fitness to practise both formally and informally.</td>
<td></td>
</tr>
</tbody>
</table>

**Domain 7 - Management of teaching, learning and assessment**

29. Attach a diagram of the structures for managing teaching, learning and assessment. Please indicate on this where employers and graduates currently participate and any planned changes. [TD 151 – 153]

Domain 7 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number


Domain 8 - Educational resources and capacity


31. How have educational resources and facilities been evaluated in light of the revised Tomorrow’s Doctors? Has the School identified any particular challenges? [TD 159] (250 words)

Additional questions

32. Please identify any innovations the School is piloting or potential good practice that it would like to report, particularly successes or effective actions taken in implementing Tomorrow’s Doctors 2009 to potentially share with other schools. (500 words)

33. Please suggest areas in which further guidance would be helpful. Please note any additional comments that you have about areas for potential discussion at regional workshops. (500 words)
Section C – Tomorrow’s Doctors 2009: for submission by 15 March 2010

Domain 1 - Patient Safety

34. Please list the School’s strategies or policies for ensuring patient safety, for example, student supervision arrangements and clinical incident reporting. Please identify the evidence used to determine whether the School’s strategies or policies are effective. [TD 28a]

You may use the table below or attach your existing monitoring template.

<table>
<thead>
<tr>
<th>Strategy/policy</th>
<th>Type of evidence to ensure patient safety</th>
<th>How and when is it collected?</th>
<th>Who analyses it?</th>
<th>How is it responded to?</th>
</tr>
</thead>
</table>

35. In the last five years, has the School taken action, such as withdrawing students from a local education provider placement, due to identified risks to patient safety? If so, please briefly describe how the risk was identified and what action was taken. [TD 28] (250 words)

Domain 1 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number

☐ Q34. Patient safety policies.

Domain 2 – Quality assurance, review and evaluation

36. How has the School engaged local education providers in course design, delivery and management, to support implementation of Tomorrow’s Doctors 2009? [TD 41, 48] (250 words)

a. What have been the key challenges and how are these being addressed? (250 words)

b. Please list details and timescales for future engagement.

37. Please complete the table below to show how, if at all, patients contribute to the evaluation of the School’s programme/s and the evaluation of students, stating the relevant year.

<table>
<thead>
<tr>
<th>Patient contribution</th>
<th>Course and year</th>
<th>Subject / theme / assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-playing and summative feedback to students</td>
<td>MBBS Four Year Graduate Entry Programme, Final Year</td>
<td>Assessment of communication skills</td>
</tr>
</tbody>
</table>
Domain 3 – Equality, diversity and opportunity

38. Please list any trends the School has identified in the profiles of applicants and students. [TD 60] (100 words)

39. Please describe any activities that the School is undertaking to increase participation from under-represented groups? For example outreach to colleges, lowered entry criteria, a Foundation Year or separate curriculum stream within the programme with additional support. [TD 60] (250 words)

Domain 4 - Student selection

40. Please complete worksheet ‘Domain 4 - Q40’ in Student Profile and Outcomes Annex 2.

41. Please complete worksheet ‘Domain 4 – Q41’ in Student Profile and Outcomes Annex 2 for the 2009/10 entry group (where information already exists) to show the numbers and demographics of all students on all intake routes to all programmes by gender, ethnicity, disability, EU/UK and non-EU. Include intake data compared to application numbers for Year 0 (i.e. Foundation Year for example) and Year 1 and identifiable widening participation groups.

42. Please describe the constitution of your selection panel/s noting whether there is lay and/or student involvement. (250 words) [TD76]

43. Please complete the table below to list all the selection tools used and the purpose for each. Add additional rows for other tools as necessary. [TD 73, 74]

<table>
<thead>
<tr>
<th>Selection tool</th>
<th>Description of assessment (e.g. academic qualities, personal qualities, ethical and professional behaviours)</th>
<th>How do you use this tool?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCAS application form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UKCAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAMSAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Domain 5 – Design and delivery of curriculum including assessment

44. Please complete worksheet ‘Domain 5 – Q44’ in Student Profile and Outcomes Annex 2 to show when in the curriculum each of the ‘Outcomes for graduates’ [TD 8 to 23] and the procedures in Tomorrow’s Doctor 2009 Appendix 1 are taught and assessed. Provide as much information as you can complete now. [TD 82, 86, 112]
45. What are the percentages of time spent in each method of learning in each year of the curriculum? [TD 83, 84]

<table>
<thead>
<tr>
<th>Learning methods</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>50</td>
<td>30</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

46. Please attach a copy of the current detailed assessment blueprint/s for the final summative examinations for each programme. This should include the learning outcomes, assessment of knowledge, skills, and behaviour and the assessment methods (including the number and duration of stations/items for clinical assessments). [TD 86]

47. Please list the documents that provide guidance to students on assessment in each year of the programme/s. [TD 87]

48. In the table below, please list the assessment training undertaken by School assessment staff. [TD 88]

<table>
<thead>
<tr>
<th>Assessment staff category</th>
<th>Name of training undertaken</th>
<th>Mandatory or Voluntary?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Setters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item writers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examiners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please add rows if further break down is useful)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. How does the School deal with students with a borderline performance in the final summative examinations? [TD 117] (250 words)

50. What remediation, mandatory or voluntary, is provided for students who fail examinations? Please illustrate your answer with reference to examples for remediation in the areas of knowledge, skills, and professional behaviour. [TD 85, 111] (250 words)

51. Please list the feedback given to students on their performance in the penultimate year. Include an anonymous example of feedback given to a student on their professional behaviour, knowledge and skills. [TD 85, 111]

Domain 5 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number

- □ Q46. The current detailed assessment blueprint/s for the final summative examinations for each programme

GMC QABME Enhanced Annual Return 2009/10: A12
[Name of Medical School]
Domain 6 – Support and development of students, teachers and the local faculty

52. Please complete the table of staff training to show: [TD 128]

   a. The training that is currently mandatory for all staff who teach students, including School/University, NHS and any other.

   b. The percentage of each type of teacher that has currently completed mandatory training.

   c. What voluntary training is recommended and the percentages of all groups of staff that have completed this training.

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Name of training</th>
<th>Mandatory or voluntary?</th>
<th>Percentage completed</th>
<th>After how many years does training need to be repeated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Equality and diversity</td>
<td>Mandatory</td>
<td>100%</td>
<td>2</td>
</tr>
</tbody>
</table>

53. Is the School planning any mandatory or recommended/voluntary training for staff for implementation of Tomorrow’s Doctors 2009? If so, please give details of the dates for implementation.

Domain 6 supporting documents to attach - Please name and save submitted documents as in the bold text below, prefacing document titles with the document register number

☐ Q52. A table showing staff training data.

Domain 9 - Outcomes

54. Please complete worksheet ‘Domain 9 - Q54’ in Student Profile and Outcomes Annex 2.

55. In the last five years, for each year, for each programme: [TD 172]

   a. What proportion of the final year cohort has graduated?

   b. What proportion of graduates has achieved full registration?
56. Please complete worksheet ‘Domain 9 – Q56’ in Student Profile and Outcomes Annex 2 for student progression from 2008/09 to 2009/10 to show:

[TD 172]

a. The different years within each programme/s (standard five year course and graduate entry course).

b. Groups within each programme (UK and international transfers and widening participation routes).

c. Students that have successfully progressed, failed and to repeat, failed and exited from medical school, transferred to other courses, and other leavers, including the reasons for exiting or failure to progress.

Thank you!

Please note that your responses to Section A only may be published on the GMC’s education website pages.

Please send your completed responses by email to QABME@gmc-uk.org by:

- **Friday 15 January 2010** for:
  - [ ] Section A for all schools except those reviewed in 2008/09.
  - [ ] Section B
  - [ ] Self Assessment Annex 1
  - [ ] Completed document register
  - [ ] Supporting documents listed in the document register

- **Monday 15 March 2010** for:
  - [ ] Section C
  - [ ] Student Profile and Outcomes Annex 2
  - [ ] Updated document register
  - [ ] Supporting documents listed in the updated document register

If you have any queries about any aspect of the enhanced annual return, please contact your Education Quality Officer in the first instance at QABME@gmc-uk.org.